PSYCHOLOGICAL WELL-BEING, BURNOUT AND RESILIENCE: A COMPARATIVE STUDY BETWEEN MIDDLE ADULT WOMEN WORKING AS EDUCATORS AND HOMEMAKERS IN INDIA

This dissertation is submitted for the partial fulfillment for the degree of:

M.SC. IN APPLIED PSYCHOLOGY (SPECIALISATION IN CLINICAL PSYCHOLOGY)

SISTER NIVEDITA UNIVERSITY

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This is an original study done by the candidate and has not been submitted by her before in any form for any other degree of this University or any other University.

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PLAGIARISM DECLARATION

"1, SHREYASI DAS, hereby declare that the research work titled, “Psychological Well-being, Burnout and Resilience: A comparative study between middle adult women working as Educators and Homemakers in India”, conducted by me, has been completed with full honesty and integrity. I confirm that the work is original, and all sources of information have been appropriately acknowledged and cited. I take full responsibility for the content and findings presented in this research."

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ACKNOWLEDGEMENTS

No ship reaches its shore with solo effort. Neither did this dissertation work. Though only my name appears on the cover of this dissertation, a great many people have contributed to its production. I am profoundly grateful to a number of individuals whose support and guidance have been invaluable in the completion of this research study.

First and foremost, I extend my deepest gratitude to my parents, Maa and Baba. Their unwavering love, patience, and encouragement have been my guiding light throughout this journey. Your faith in my abilities and your endless support have been the foundation upon which I have built my academic endeavours. Thank you for believing in me, for the sacrifices you have made, and for always being my constant pillars of strength.

I am immensely grateful to my research guide, Debangana Bhattacharya. Your expertise, insightful feedback, and constant encouragement have been crucial to the success of this study. Your dedication to my progress, from the initial stages of brainstorming to the final stages of writing, has been incredibly motivating. I have learned so much from you, not just about research. but also, about perseverance and scholarly integrity. Thank you for your patience, for challenging me to push the boundaries of my understanding, and for your unwavering support.

I would like to express my sincere gratitude to Sister Nivedita University for providing the resources and support necessary to complete this research study. And also, I would like to thank the other professors of our department who also give invaluable support throughout the work. They helped me in every possible way.

I would also like to express my sincere appreciation to the research participants. Your willingness to share your experiences and insights has been fundamental to the realisation of this study. Without your openness and cooperation, this research would not have been possible. I am deeply thankful for the time and effort you have invested, and for the valuable contributions you have made.

I would like to acknowledge the support of my friend Riyanka for your encouragement and understanding have been a source of comfort during the challenging moments of this research process. Finally, I extend my gratitude to anyone who has, directly or indirectly, supported me in this endeavour. Thank you all for your support, guidance, and encouragement.

DATE: 30.04.25

ABSTRACT

Introduction: Women in the field of Education and as Homemakers work in demanding environments respectively, how the intensity puts impact upon middle adult women can be found as a critical area for of psychological research due to the strenuous nature of their work.

Aim: To explore Psychological Well-being, Burnout and Resilience between middle adult women in India, by drawing comparison between the women working as Educators and Homemakers. The study aims to elucidate the underlying psychological and environmental factors contributing to the condition of psychological well-being, burnout and resilience, providing a comprehensive understanding of these complex interactions.

Methods: A sample of 65 middle adult women, aged 35-60, was divided into two groups: those who are Educators (n=34) and others are homemakers (n=31). Standardised assessment tools were used to measure Psychological Well-being, Burnout and Resilience. The study utilised the respective scales, Psychological Well-being Scale (SPWB-42), Burnout Assessment Tool (BAT-22 General), and Connor-Davidson Resilience Scale (CD-RISC-25) to gather data.

Results: The findings reveal significant differences between the two groups. Middle adult women who work as Educators, on average, exhibited higher levels of psychological Well-being and resilience compared to the Homemakers. Additionally, Educators report higher Exhaustion. The overall burnout levels appear similar between the two groups. While homemakers report slightly higher levels of Mental Distance, Emotional Impairment, and Cognitive Impairment. Furthermore, Burnout levels were much more varied among Homemakers. These results suggest that poor psychological well-being and lack of resilience as a coping mechanism may predispose middle aged women to suffer from burnout.

Conclusion: The study significant differences in personal growth and resilience between middle adult women working as educators and homemakers, with educators reporting higher levels in both areas. While overall burnout levels were similar, the study suggests potential differences in how burnout manifests in each group. These findings contribute to our understanding of the psychological experiences of women in different occupational roles and underscore the need for further research to explore these complex relationships in greater depth.

Key-words: Psychological Well-being, Burnout, Resilience, Educators, Teachers, Homemakers, in Middle Adult Women in India.

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CHAPTER 1

INTRODUCTION

1. INTRODUCTION

1.1. Exploring the concepts of Psychological Well-Being, Burnout, and Resilience

A person who is psychologically healthy typically has a positive attitude towards life, the ability to effectively manage with stress and problems, the experience of having a purpose and meaning in life, positive connections with others, and an overall sense of contentment and fulfilment in life. There are a variety of factors, such as genetics, life experiences, personal qualities, social support, and access to resources and services that promote mental health, that may contribute to a person's psychological wellbeing.

During the mid-1970s burnout was introduced by Herbert Freudenberger. Burnout is defined as long-term exposure to chronic job stress resulting in emotional exhaustion. In the research conducted in the years 1998 and 1999, the focus was mainly on the health factor among women. Various surveys were conducted to find out the vital stress factors and job burnout factors, some researchers emphasized that organizational climate had a major impact on the increased job burnout rate, the main focus was to find out which factors affect the mental health of the female (Gardazi et al., 2016).

Ryff's Scale of Psychological Well-being is a widely used tool to measure an individual's subjective experience of well-being. This scale is based on the theory of psychological well-being, which suggests that well-being is a multidimensional construct comprising different dimensions of mental and emotional health. The scale was developed by Carol Ryff, a prominent psychologist, and consists of six dimensions of well-being, namely self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989).

1.2. The Middle Adulthood of Women

Women’s roles have changed like: Marriage at a later age and at lower rates, having fewer children, and working more outside of the household. “Career women” are the new normal and housewife role has gone out of fashion (Okulcz-kozaryn & Valente, 2017).

One of the main factors contributing to the psychological situation of women are some of the stations that pass through, including menopause, and the impact this phase has on the lives of women in general. Menopause is described as a period of psychological difficulties that

changes the lifestyle of women in multiple ways. Menopausal women require more information about their physical and psycho social needs. Empowerment during the menopause can contribute to improving the perception of this stage and the importance of self-care. It is essential to increase women's awareness and adaptation to menopause, using empowerment programs (Yazdkhasti et al., 2015).

Ageing is an important period of all people not only the biological changes that occur, but also It includes psychological and social changes, aging women often find themselves either ignored, pitied, or feared, which is why most women are very concerned with the ageing factor. The effect of ageing is seen more in middle age women because they are neither fully old nor are they young. They are still compromising with the fact that “age” is slipping out of their hands. Middle age is a phase of transition from a young age to old age, finally accepting age is quite stressful for all (Smadi, 2017)

1.3. Exploring the Nature and Struggles of being Educator

Teaching is a complex and demanding profession that requires teachers to navigate various pressures, such as heavy workloads, time constraints, student behaviour management, and external assessments (Collie & Mansfield, 2022; Day & Hong, 2016; Li et al., 2019).

While as the working mothers of today, they fulfill family responsibilities and try to remain fully involved in their careers coping up with the competing demands of their multiple roles. The caring responsibilities that working mothers have laid a heavy stress on them when it is combined with their professional duties (Delina & Prabhakara Raya, 2013). But often juggling of responsibilities can take a significant toll on a woman in middle adulthood, if the lifestyle too is unhealthy and less rewarding.

Poor wellbeing and high levels of work-related stress leads to Burnout. Prolonged symptoms of work-related stress can have serious consequences at an individual level having poor work-life balance, reduced quality of life, substance abuse and suicidality, and at an organisational level it can lead to high staff turnover, sickness absence, poor quality of care (Prudenzi et al.,2021)

1.4. Exploring the Nature and Struggles of Homemaking

On the other hand, Homemakers go ahead and devote their entire lives to their families. They get up early in the morning, cook breakfast, snacks, prepare tiffin, clean the house; women with babies must care for them, feed them, buy groceries, and maintain the house; being left alone in a home causes anxiety, loneliness, and depression; and once children return from school, they must care for them, be a listener, teacher, therapist, and motivational speaker for the members of their family. In the most basic sense, they are qualified to earn the wages associated with occupations such as cook, cleaner, therapist, motivational speaker, teacher, and many more. Regardless, at the end of the day, they are referred to as "just a homemaker." (George, 2021)

1.4.1. Psychological Well-Being of Middle Adult Homemaker women

Depression and anxiety disorders are more common among Indian homemakers than they are among males. Women who suffer from depression are more prone to take their own lives than males who suffer from depression. Rai et al. (2021) has reported findings that homemakers experienced a significant decline in their mental health and quality of life during the COVID-19 pandemic. Homemakers were the most impacted category in terms of anxiety score, with 39% having moderate anxiety and 25.6% having severe anxiety. Out of a total of 476 participants, 82 (17.2%) were homemakers. After people who worked for daily wages, homemakers accounted for the second-highest percentage of all people who committed suicide in India. Early marriage, young motherhood, marital violence, economic reliance, and other factors are among the primary contributors to this phenomenon. The issues of mental and physical health that are faced by homemakers in India need to be discussed, and solutions need to be developed, in order to improve the quality of life for these individuals. (George, 2021) When referring to an individual's emotional and mental health, the term "psychological well-being" speaks about an individual's overall state. It involves a wide variety of aspects, such as having happy feelings, having life satisfaction, having a purpose, having high self-esteem, being resilient, and having positive relationships with other people (Lcsw, 2022).

1.5. Psychological Well-being, Burnout, and Resilience as Key Constructs

This study examines three key psychological constructs: psychological well-being, burnout, and resilience. Psychological well-being, as conceptualized by Ryff (1989), encompasses multiple dimensions of positive psychological functioning, including autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Burnout, according to the Burnout Assessment Tool (BAT) framework (Schaufeli et al., 2020),

is a syndrome characterized by exhaustion, mental distance, emotional impairment, and cognitive impairment, often arising from prolonged exposure to demanding situations. Resilience, as measured by the Connor-Davidson Resilience Scale (CD-RISC) (Connor & Davidson, 2003), refers to the ability to bounce back from adversity, stress, and challenges. Understanding the interplay of these constructs, particularly in the context of the psychological, emotional, biological, and social environmental factors prevalent in middle adulthood, is crucial for comprehending the overall psychological health and adaptive capacities of women in different occupational roles.

1.6. The Need for Comparative Research

While research has explored psychological well-being, burnout, and resilience within the specific contexts of women (e.g., [learning environment and fosters collaboration among teachers - Mullen et al., 2021]; [Disaster preparedness amongst women, the invisible force of resilience: A study from Delhi, India - Sharma et al., 2015]) and homemakers (e.g., [Study on Mental Wellbeing of Homemakers Amidst COVID-19]; [research on stress in homemakers - Cross-sectional researches have focused on burnout and some health problems: such as sleeping disorders, depression, obesity and muscle pain. However, well-conducted prospective studies are more appropriate for investigating the possible consequences of this syndrome, because these types of studies enable the identification of the temporal relationship between the exposure burnout syndrome and the outcome (Salvagion et al., 2017]), and while studies have examined the impact of peri-menopause and social factors on women's health (e.g., [Perimenopause meets life: observations from the Women Living Better Survey – Woods et al., 2022]), there is a relative paucity of research directly comparing these three constructs simultaneously between these two distinct occupational groups, specifically considering the influence of psychological, emotional, biological, and social environmental factors. Such a comparison can offer valuable insights into the unique psychological demands and resources associated with each role, potentially revealing similarities and differences that have implications for individual well-being and societal support systems during this critical life stage.

CHAPTER 2

LITERATURE REVIEW

2. LITERATURE REVIEW

The current study provides a comprehensive review of previous research on different facets of Psychological Well-being, Burnout and Resilience incorporated, which are summarised in the following sections:

- ✓ To explore Psychological Well-being, Burnout and Resilience among women in middle adulthood.
- ✓ To explore psychological Well-being, Burnout and Resilience among women working as educators and homemakers.
- ✓ To explore the influence of psychological well-being on burnout and resilience and all vice-versa.
- ✓ To explore significant differences or relationship between psychological well-being, burnout and resilience.

A concise overview of key research findings is provided below:

2.1. Psychological Well-Being and Burnout:

A study (Hong and Kim, 2018) where 343 Korean opticians were assessed on their psychological well-being. Job stress was assessed with 10 items, Burnout scale with 18 items in 3 sub-factors (emotional exhaustion, decreased self-accomplishment, depersonalization), and psychological well-being with 21 items in 3 sub-factors (personal growth, self-acceptance, positive interpersonal relationships). As the job stress of opticians increased, emotional exhaustion, decreased self-accomplishment, personal growth, and positive interpersonal relationships decreased, and depersonalization and self-acceptance significantly increased. Job stress raised poor interpersonal relationships and self-dissatisfaction while decreasing the opticians' self-accomplishment. This resulted in work-dissatisfaction. This suggests a clear link between factors of psychological well-being and burnout.

Dibaji et al. (2017) conducted a research to measure stress in housewives and working women, depression and mental and emotional home demands, the sample of the study is 94 working women and 94 housewives in Isfahan, the tool of this study stress questionnaire, Beck Depression II and home demands questionnaire. Results show that working women more depression and quantitative and mental home demands, but no differences between working women and housewives in terms of stress and emotional home demands, it seems that the stress

of work and family role, especially time pressure means that despite the positive role of work in working women, they were psychologically vulnerable because of the multiplicity of tasks. The results focus on the culture in terms of the role of men in the house, especially when the women are working.

Another study revealed (Wang et al., 2017) Psychological capital mediated the associations of effort-reward imbalance and emotional exhaustion, cynicism, professional efficacy and well-being. Self-esteem mediated the associations of effort-reward imbalance ratio with cynicism, professional efficacy and well-being, and mediated the associations of overcommitment and cynicism, professional efficacy and well-being.

(Prudenzi et al.,2021) Practitioners with higher perceived safety of practice reported higher levels of mindfulness, but not values or self-compassion, particularly lower experiential avoidance and nonjudgmental attitude toward difficult thoughts. Where, self-compassion was explained a small yet significant portion of variability in emotional exhaustion.

2.2. Psychological Well-Being, Burnout and Resilience in Middle Adult Women:

Since, the middle adulthood stage for women is a crucial phase as the body gets prepared for the peri-menopause and then menopausal transition. Thus, women are highly likely to experience significant psychological, emotional, and biological changes.

In a study (Woods, 2022), it was observed that more bothersome brain fog symptoms were associated with less education, menopausal transition (vs late reproductive stage), low satisfaction with life roles, and greater health-related and overcommitment stress (all $P <$ 0.005). More bothersome volatile mood symptoms were associated with health-related, partner relationship, and other relationship stress. More bothersome fatigue/pain symptoms were associated with less education and greater difficulty paying for basics and health-related and other relationship stress. Vasomotor/sleep-onset symptoms were associated with less education, MT, and health-related and work stress. More bothersome anxiety/vigilance symptoms were associated with less education, more difficulty paying for basics, and health and work stress. Burnout and job stress are positively correlated with depression and related to perimenopausal women's marital status, social support, occupation, and education level.

Another study (Smadi, 2019) identified the levels of psychological burnout in a sample of 50 working women and 50 housewives at menopausal Stage (45-55). The results of statistical

analysis “T -Test” showed that there were statistically significant differences in the psychological burnout of housewives was higher than working women, which indicates the positive effect of work in the lives of women, and the risk factors of psychological burnout is related to the physical dimension, and this corresponds to the nature of the menopause stage.

2.3 Psychological Well-Being, Burnout and Educators:

In an earlier study (Bentea, 2017), teachers with lower scores of all psychological well-being dimensions reported higher level of exhaustion and depersonalization and had higher tendency of reduction their personal achievement and to demotivate facing to difficulties. It was examined in a Romanian sample looking at the relationship between teachers’ self-efficacy, burnout and well-being and found that the teachers with low and high level of psychological wellbeing dimensions significantly differ in their perceived self-efficacy and burnout components. Hence, teacher self-efficacy was seen to be significantly related to teacher burnout and well-being dimensions, which were consistent with the previous studies.

In another study (Espinoza-Díaz et al., 2023), group of 386 teachers in both in training and in active service (where 71.5% were women and rest being men). Most of the relationships were significant, and the multiple regression analysis explains 58.5% of the global variance of psychological well-being in teachers, being emotional stability the most relevant and main predictor of psychological well-being, explaining its 38.1%. Personality shows a great influence in psychological well-being of teachers, particularly emotional stability.

A total of 1,129 teachers serving preschool-age children in the United States took part in this another study (Jeon., 2017). Multiple regression analysis revealed that levels of teachers’ self-efficacy and work environments are generally associated with their psychological well-being above and beyond their personal and professional backgrounds.

2.4 Resilience and Educators:

A shift in focus from stress and burnout to resilience provides a promising perspective to understand the ways educators manage and sustain their motivation and commitment in times of change. A study (Barnová et al.,2023) showed how novice teachers and teachers with fewer than five years of teaching experience the highest levels of stress and the most experienced teachers are at the highest risk of burnout, but there are certain factors that help prevent negative outcomes despite the presence of cumulative risk factors. It can be presumed that resilience is

one among the determinants of success or failure. Moreover, as teachers are permanently confronted with new situations, their scale of coping strategies broadens during their teaching practice, which makes them more resistant to stress, and they can face adversity with no or less harm. The Connor–Davidson Resilience Scale (CD-RISC-25) was used in this study.

From another study (Baruani et al., 2021) it can be inferred, most teachers have been applying different effective ways such as teachers' co-operation, social interaction, protective strategies and professional development which enable them to resilient against stress for the teaching profession. The study also shows poor performances, job dissatisfaction, lead to accidents and absenteeism of teachers not applying these effective resilient ways against stress.

2.5 Psychological Well-Being and Homemakers:

In a study (Singaravel et al.,2024) it was found that occupational status effects specific areas of PWB as opposed to overall well-being scores. Homemakers were more accepting of themselves, but working women were more independent. The lack of significant differences in other domains indicates that both groups may reach PWB in different ways. These results emphasised the necessity of focused mental health therapies that address women's PWB while taking socioeconomic position, geographic location, and occupational status into account. Although, it's crucial to note that the cross-sectional design of this study inherently limited causal inference, and the focus on a single geographic location may affect the generalisability of results to other populations and includes a relatively low internal consistency (Cronbach's $\alpha = 0.682$) and the use of a shortened version of the PWBS, which might not capture the full complexity of the PWB construct.

In another study (Kaplan, 2022), there was strong correlation between the mental status of housewives and both their co-dependency levels and their self-perceptions observed among 371 housewives. Determining those increased levels of co-dependency and negative self-perception of housewives increased the psychological symptoms experienced by them. However, this study was conducted through the online questionnaire method which leaves room for hampered data quality.

One study (Treas, 2011) discussed how homemakers are slightly happier than wives who work fulltime, but they had no advantage over part-time workers. The work status gap in happiness persisted even controlling for family life mediators.

Another study (Adelmann, 1993) based on the life satisfaction, depression, and self-esteem of older women who consider themselves retired only, homemakers only, or both were compared. Retired women and homemakers did not differ in well-being; women who called themselves both had higher self-esteem and lower depression than single-role women. Group differences in well-being, do-it-yourself activities and volunteer activities were significant.

Stress is a major contributor to the physiology of hypertension (HTN) and is linked closely to psychological well-being and overall quality of life (QoL). Since Health issues pertaining to women's health have usually focused on reproduction, while psychological well-being has largely been neglected, a study (Rao, et al., 2020) was conducted in Karnataka on 245 women (57.5%) aged ≤60 years and 317 (74.4%) had been diagnosed with HTN in the past decade. Low and high perceived stress was seen among 306 (71.8%) and 120 (28.2%) women, respectively. The QoL was significantly better among those aged <60 years, married, and literate women.

2.6 Psychological Well-Being, Resilience and Homemakers:

Findings in a study (Rhyce and Parameswari, 2024) reveal a nuanced relationship between demographic variables and psychological wellbeing. While certain quantitative factors showed no significant associations, qualitative insights underscored the significance of social support, a sense of purpose, and cultural contexts in shaping well-being. Homemakers in Zomba district in Zambia, employ various coping strategies, including informal support networks and income-generating activities. Limited access to formal support systems calls for attention, emphasizing the resilience and resourcefulness of homemakers.

A study (Parveen, 2019) investigated the life stress, personality and psychological well-being of women entrepreneurs, service holders and homemakers. Homemakers reported the least amount of psychological well-being than entrepreneur and service holder women; it was also found that the service holder reported significantly higher level of psychological well-being than the entrepreneurs and, it was found that homemakers reported significantly higher amount of life stress than entrepreneurs and service holder women, Service holder respondents scored lowest in life stress. A negative correlation was found between life stress and psychological well-being, a positive correlation was found between age and income of the respondents and age was significantly correlated negatively to the life stress.

2.7. Burnout and Homemakers:

The diathesis-stress model (Bleuler et al., 1960) and transactional model of stress (Lazarus and Folkman, 1984). Susan Folkman in 198 indicate that there may be some contributory factors related to mental health. Within these frameworks, this research aimed to examine housewives' psychological distress and anxiety by focusing on three contributory factors namely housewife burnout, perceived stress, and loneliness. A study (Durak, et al., 2023) on 500 volunteer housewives between the ages of 20 and 70 from Turkey were part of the study. The relationship between psychological distress and anxiety was mediated by perceived distress, loneliness, and housewife burnout. Specifically, the higher psychological distress and higher anxiety relationship were associated with higher perceived distress, higher loneliness, and higher housewife burnout.

Another study (Dias et al., 2024) involved the five factors affecting the mental wellbeing of homemakers have been determined: Emotional stress, home budget, Threat of infection and death rate, Burnout due to household chores and Social Isolation during COVID. Many of the homemakers could not figure out that they were struggling with various mental stressors like depression, anxiety, and stress. They could not even share or discuss their psychological wellbeing with any family member. 403 participants completed the survey, but through online mode.

Excessive work pressure with fixed time of start and stop and adversely affect one’s mental and physical health, a study (Habib et al.,2010) examined how musculoskeletal disorders (MSDs) of women homemakers focused on comparing demands of housework and paid work. Also, exposure factors found in studies of various occupations were compared with the results of field observations of housework in 4 homes in Beirut, Lebanon. Hence, examined associations between MSDs and risk factors in housework.

CHAPTER 3

METHODS

3. METHODS

3.1. Aim of the study:

The aim of the study is to assess and compare Psychological Well-being, Burnout and Resilience between middle adult women working as Educators and Homemakers in India.

3.2. Objectives:

3.2.1. To assess the overall levels of Psychological Well-being between middle adult women working as educators and as homemakers in India.

3.2.2. To assess the overall levels of Burnout between middle adult women working as educators and those working as homemakers in India.

3.2.3. To assess the Resilience between middle adult women working as educators and those working as homemakers in India.

3.2.4. To study the significant difference if any, in Psychological Well-being between middle adult women working as educators and as homemakers in India.

3.2.5. To find out significant difference if any, in Burnout between middle adult women working as educators and those working as homemakers in India.

3.2.6. To find out the significant difference if any, in Resilience between middle adult women working as educators and those working as homemakers in India.

3.2.7. To find out the significant relationship if any, in Psychological Well-being, Burnout and Resilience in middle adult women working as Educators and as Homemakers in India.

3.3. Hypothesis under the study:

3.3.1. There is no significant difference in Psychological Well-being between middle adult women working as educators and as homemakers in India.

3.3.2. There is no significant difference in Burnout between middle adult women working as educators and as homemakers in India.

3.3.3. There is no significant difference in Resilience between middle adult women working as educators and as homemakers in India.

3.3.4. There is no significant relationship within Psychological Well-being, Burnout and Resilience among middle adult women working as Educators and as Homemakers in India.

3.4. Variables under the study:

a) Psychological Well-being (Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life, Self-Acceptance)
b) Burnout (Exhaustion, Mental Distance, Emotional Impairment, Cognitive Impairment)
c) Resilience

3.5. Operational definition of the variables:

Psychological Well-being:

Psychological well-being refers to a person's subjective experience of affirmative psychological states, such as pleasure, life fulfilment, and a sense of purpose. It is a holistic theory that encompasses different traits of a person's mental and emotional health, including positive relationships, personal growth and development, positive self-esteem and self-acceptance, and a feeling of being in charge of one's life. However, the World Health Organization (WHO) defines psychological wellbeing as "a state of mind in which an individual is able to develop their potential, work productively, and creatively, and is able to cope with the normal stresses of life" (WHO, 2021). This definition highlights the multidimensional nature of psychological wellbeing, with the presence of affirmative emotions, psychological functioning, and a sense of purpose and significance in life.

Burnout:

It is a psychological syndrome characterized by emotional exhaustion, depersonalization, and a sense of reduced personal accomplishment. It's often described as a state of exhaustion in which one becomes cynical about their work and doubts their ability to perform effectively. The World Health Organization (WHO) defines burnout as “a syndrome related to work, marked by feelings of emotional exhaustion, a sense of detachment or cynicism, and reduced feelings of personal effectiveness.”

Resilience:

Resilience is generally defined as the capacity to adapt and bounce back from adversity, trauma, and stress. It's the ability to maintain healthy functioning or even grow in the face of difficult experiences. American Psychological Association (APA) The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands. the

process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands (APA, 2018).

3.6. Participants of the study:

This study contains of total 65 adult participants. The sample comprised of 34 middle adult women working as Educators and 31 participants middle adult women working as Homemakers. The groups were structured to ensure that all recruited participants meet the predetermined criteria and the age range of 35-60 years.

Inclusion Criteria:

i. Age range within 35-60 years.
ii. Participants whose assigned sex at birth is female.
iii. Participants with middle socio-demographic status were included.
iv. Participants with minimum level of basic school education.
v. Middle adults can be living by themselves or with anyone.
vi. The adults agreeing to participate in the research.
vii. Participants either working as educators or working as homemakers.

Exclusion Criteria:

i. Age more or less than the required range.
ii. do any other job other than being an Educator or a Homemaker.
iii. Adults who are intoxicated with alcohol or other drugs during the assessment are excluded from the study.

3.7. Sampling techniques:

In this study, Purposive sampling is used for the selection of sample because the selection is done according to some inclusion and exclusion criteria to serve the purpose of the study.

3.8.Tools used in the Study:

3.8.1. Semi structured socio-demographic data sheet for middle adult women:

A semi structured socio demographic datasheet is used by researcher to gather information about participants' demographic details - age, gender, residence, mother tongue, educational qualification, occupation, marital status, living with, family income, type of family, number of siblings, place of living, mother's education and occupation, father's education and occupation, history of any severe physical illness, history of any psychiatric illness, family history of any psychiatric illness of the middle adult women.

3.8.2. Psychological Well-being Scale:

Carol D. Ryff (1989) identified six characteristics of psychological well-being: self-acceptance, autonomy, environmental mastery, personal progress, and pleasant connections. These characteristics are a person’s sense of self-determination, control over their surroundings, capacity for personal development, ability to form satisfying relationships, and sense of purpose in life.

Research employing Ryff's scales has shown robust associations between psychological well-being and numerous factors. For instance, a study by Sastri et al. found that Mindfulness-Based Cognitive Therapy significantly enhances aspects of autonomy and personal growth, indicating that such therapeutic interventions can effectively foster well-being as defined by Ryff's dimensions (Sastri et al., 2023). Additionally, studies focusing on cultural validations of Ryff's model, such as those conducted in India, affirm its applicability across diverse populations, confirming that the dimensions identified by Ryff are universally pertinent to understanding well-being (Malla, 2013).

Ryff's SPWB (42-item) measures six dimensions of psychological well-being: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Scoring involves rating agreement with 42 statements on a 7-point scale, with higher scores indicating greater well-being within each dimension. Each subscale (autonomy, etc.) is formed by averaging the responses to its specific set of items.

Subscale Items:

- ("R" denotes reverse-scored items):
    - **Autonomy:** Items 1R, 7, 13R, 21R, 24, 35R, 41
    - **Environmental Mastery:** Items 3R, 12, 15, 23R, 26, 36R, 42
    - **Personal Growth:** Items 2R, 5, 14, 17R, 25, 28, 37R
    - **Positive Relations:** Items 4R, 7R, 16, 18, 27R, 30, 38R
    - **Purpose in Life:** Items 6R, 9, 20R, 29R, 32 33, 39
    - **Self-Acceptance:** Items 8, 11R, 18, 22R, 31R, 34R, 40R

Reliability analysis Cronbach alpha was calculated for each subscale of the SPWB-42. The resulting coefficients ranged from 0.701 (Purpose in Life) to 0.853 (Self-Acceptance) for the SPWB-42—likewise, Table 1 also depicts correlations between various subscales of the SPWB-42. The strongest correlation was found between environmental mastery and self-acceptance ($r = 0.77$, $p < .01$). Research has generally supported the construct validity of the Ryff Scale, indicating that it accurately measures the intended psychological well-being constructs. While the overall scale usually demonstrates good internal consistency (Cronbach's alpha), some studies have found that individual subscale reliabilities can vary depending on the sample population. The internal consistency reliability of the scale (Cronbach's alpha) was 0.75.

3.8.2. Burnout Assessment Tool

The Burnout Assessment Tool (BAT) general version is a self-report questionnaire designed to measure burnout, especially in individuals who are not currently working or whose work situation is not the focus of the assessment. **(BAT) general version**, typically consisting of 22 items, demonstrates high reliability with Cronbach's alpha values consistently above 0.90 for the total scale, indicating excellent internal consistency across its subscales like exhaustion, mental distance, cognitive impairment, and emotional impairment; this signifies that the items on the BAT effectively measure the same underlying construct of burnout.

To score the general version of the Burnout Assessment Toolkit (BAT), typically each item is assigned a score based on a Likert scale (usually ranging from 1 "never" to 5 "always"), and then all item scores are added together to calculate a total burnout score; higher scores indicate greater levels of burnout.

High Cronbach's Alpha: Studies consistently report Cronbach's alpha values above 0.90 for the overall BAT scale, indicating strong internal consistency and reliability.

Subscale Reliability: Each of the BAT's subscales (exhaustion, mental distance, cognitive impairment, and emotional impairment) also demonstrates high internal consistency with Cronbach's alpha values typically above 0.70.

Research supports the BAT as a valid measure of burnout, showing good convergent validity with other established burnout scales like the Maslach Burnout Inventory (MBI) and demonstrating its ability to differentiate burnout from other related constructs.

Studies consistently report Cronbach's alpha values above 0.90 for the overall BAT scale, indicating strong internal consistency and reliability. Each of the BAT's subscales (exhaustion, mental distance, cognitive impairment, and emotional impairment) also demonstrates high internal consistency with Cronbach's alpha values typically above 0.70.

Research supports the BAT as a valid measure of burnout, showing good convergent validity with other established burnout scales like the Maslach Burnout Inventory (MBI) and demonstrating its ability to differentiate burnout from other related constructs.

3.8.3. Connor-Davidson Resilience Scale

The **25-item Connor-Davidson Resilience Scale (CD-RISC)** is considered a reliable and valid measure of resilience, with studies consistently demonstrating good internal consistency (Cronbach's alpha typically around .88 - .**89**) and evidence for convergent and divergent validity across various populations, indicating that it accurately measures the construct of resilience as intended.

Convergent validity: Research shows the CD-RISC correlates positively with other measures of psychological well-being and coping mechanisms, supporting its construct validity.

Divergent validity: The CD-RISC demonstrates negative correlations with measures of psychological distress, further supporting its ability to differentiate resilience from other constructs.

Test-retest reliability: Studies have also shown acceptable test-retest reliability, meaning scores remain relatively stable over time when administered to the same individuals.

Reliability: Studies consistently report high internal consistency with Cronbach's alpha values typically above 0.85, signifying that the items on the scale reliably measure the same construct (resilience).

Validity: Research supports the construct validity of the CD-RISC, demonstrating expected relationships with other measures of mental health and well-being, where individuals with higher resilience scores on the CD-RISC tend to show positive associations with life satisfaction and lower levels of negative affect.

According to research, the 25-item Connor-Davidson Resilience Scale (CD-RISC) demonstrates good reliability and validity, with studies reporting Cronbach's alpha values around 0.89, indicating strong internal consistency and a reliable measure of resilience; it has

also shown good convergent and divergent validity when compared to other relevant constructs.

Scoring: Scoring of the scale is based on summing the total of all items, each of which is scored from 0-4. For the CD-RISC-25, the full range is therefore fom 0 to 100, with higher scores reflecting greater resilience.

A study reviewed earlier (Barnová et al.,2023), showed how novice teachers and teachers with fewer than five years of teaching experience the highest levels of stress and the most experienced teachers are at the highest risk of burnout Connor–Davidson Resilience Scale (CD-RISC-25)

3.9. Procedure:

The participants were reached out and provided a clear explanation about the purpose of the study. Participants were required to give both verbal and written consent and privacy was ensured during the data collection procedure. The majority of participants willingly agree to provide the requested information. Data were collected from various method and snow-balling technique too was implemented. Some data had to be collected on video-call due to long-distance and the participants being from another state. The data collection procedure continued from 04.03.2025 to 09.04.2025. After the data collection analysis were done according to the manual of the questionnaire.

3.10. Statistical analysis:

This study employed descriptive statistics such as mean and standard deviation, alongside inferential statistics including independent t-test to measure the significant difference and Pearson's product moment correlation was used to see the significant relationship between the variables in the two groups. Statistical package for the social sciences (SPSS) version 27 was utilised for both descriptive and inferential analysis. The research focused on examining the comparisons between Educators and Homemakers, while relationship dimensions were inferred from autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance, and resilience as well as find out the relationships through domain exhaustion, mental distance, emotional impairment, cognitive impairment including overall burnout. These covariates were categorized as low, average and high levels based on scoring manuals. The analysis aimed to assess and compare between Educators (coded as 1) and Homemakers (coded as 2) within SPSS.

CHAPTER 4
RESULT

RESULT

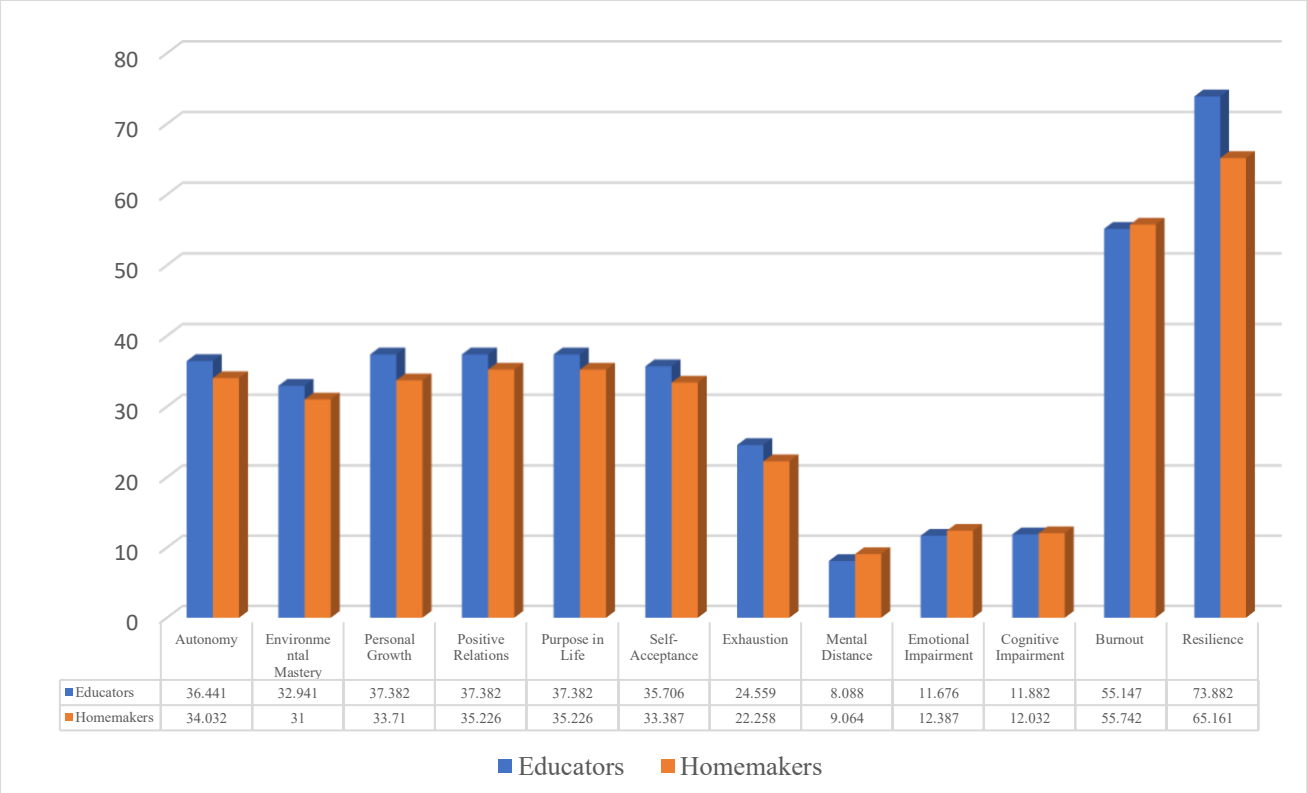
4.1. Table: 1 Descriptive Statistics (Mean and Standard Deviation)

In respect to the level of Psychological Well-being, Burnout, and Resilience between middle adult women working as Educators and as Homemakers, respectively.

Variables	Educators (Mean and SD)	Homemakers (Mean and SD)
Autonomy	36.441(7.033)	34.032(5.874)
Environmental Mastery	32.941(6.906)	31.000(7.607)
Personal Growth	37.382(6.238)	33.710(4.627)
Positive Relations	37.382(7.010)	35.226(6.999)
Purpose in Life	37.382(7.020)	35.226(6.999)
Self-Acceptance	35.706(5.066)	33.387(6.120)
Exhaustion	24.559(10.148)	22.258(8.551)
Mental Distance	8.0882(3.306)	9.065(4.016)
Emotional Impairment	11.677(3.624)	12.387(5.239)
Cognitive Impairment	11.882(3.488)	12.032(4.708)
Burnout	55.147(12.790)	55.742(20.001)
Resilience	73.882(14.541)	65.161(16.426)

Table: 1 Reveals that Educators have scored higher means in Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life, Self-Acceptance, Exhaustion and Resilience. Hence, the Educators, on average, reported higher levels of Psychological Well-being and resilience compared to the Homemakers.
While overall burnout levels appear similar between the two groups based on the total mean score, the pattern of burnout seems to differ. Educators report higher Exhaustion, while homemakers report slightly higher levels of Mental Distance, Emotional Impairment, and Cognitive Impairment. Furthermore, Burnout levels are much more varied among Homemakers.

4.2. Figure: 1 Graphical Representation of mean in respect to all the variables and the respective sub-dimensions for Psychological Well-being, Burnout, and Resilience between middle adult women working as Educators and as Homemakers.



	Autonomy	Environmental Mastery	Personal Growth	Positive Relations	Purpose in Life	Self-Acceptance	Exhaustion	Mental Distance	Emotional Impairment	Cognitive Impairment	Burnout	Resilience
Educators	36.441	32.941	37.382	37.382	37.382	35.706	24.559	8.088	11.676	11.882	55.147	73.882
Homemakers	34.032	31	33.71	35.226	35.226	33.387	22.258	9.064	12.387	12.032	55.742	65.161

Figure: 1 GRAPHICAL REPRESENTATION

4.3. Table: 2 Independent Sample t-test

In respect to Psychological Well-being, Burnout, and Resilience between middle adult women working as Educators and as Homemakers.

Variables	t-values	p-values
Autonomy	1.491	0.141
Environmental Mastery	1.078	0.285
Personal Growth	2.711*	0.009*
Positive Relations	1.239	0.220
Purpose in Life	1.239	0.220
Self-Acceptance	1.670	0.100
Exhaustion	0.983	0.329
Mental Distance	-1.074	0.287
Emotional Impairment	-0.630*	0.531*
Cognitive Impairment	-0.147	0.884
Burnout	-0.144*	0.888*
Resilience	2.271	0.027

* The results inferred through equal variances not assumed with Levene's Test for equality of variances as p-value < 0.05 in SPSS. The rest of the results were through equal variances assumed as p-value > 0.05 in SPSS.

While, the colour **blue** cells denote statistically significant variables differences.

The above table shows the significance difference among all the variables between the two groups of middle adult women working as Educators and as Homemakers.

4.4. Table: 3 Correlation Matrix Heat Map among all the variables and middle adult women working as Educators:

In respect to Psychological Well-being, Burnout, and Resilience between middle adult women working as Educators.

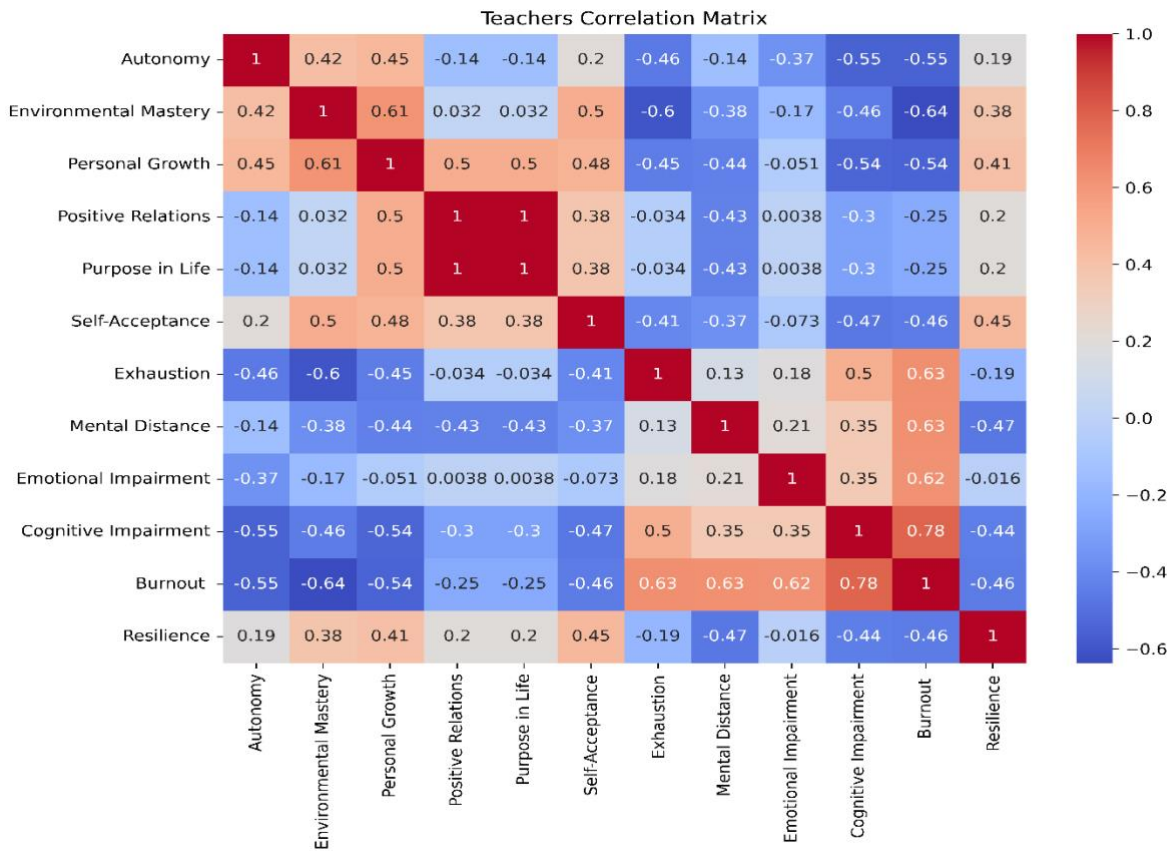
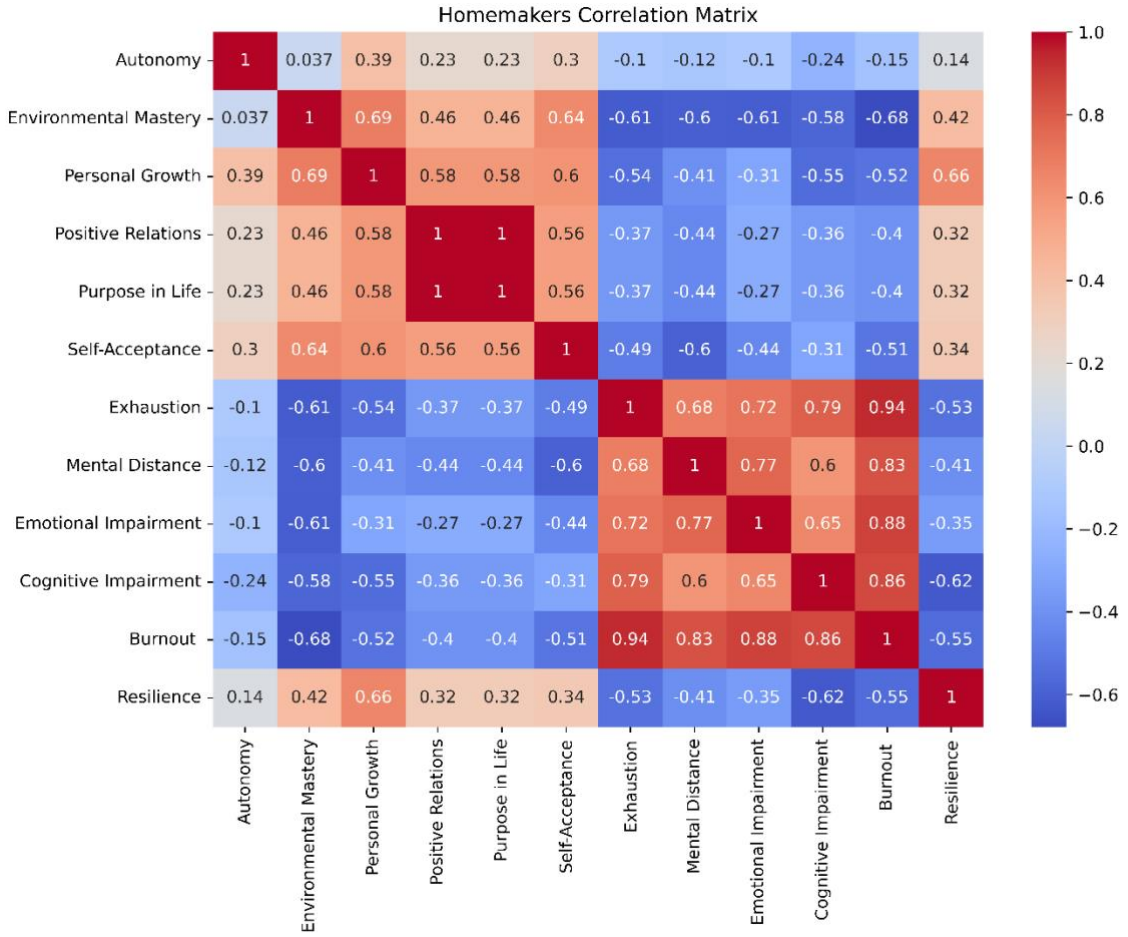


Table 3 shows the Dark red cells indicating a strong positive correlation between the two variables represented by that cell. This means that as one variable increases, the other variable also tends to increase significantly, and these relationships are statistically significant. The Light blue cells indicate a weak negative correlation, meaning that as one variable increases, the other variable tends to decrease slightly, making these relationships statistically insignificant. Depicting how that there are positive correlations seen among Environmental Mastery and Personal Growth, Self-acceptance and Autonomy, then there were positve correlations found among Personal growth with the other sub-dimensions under Psychological well-being. Additionally, the positive correlations were discovered among Burnout and its sub-dimensions; Cognitive Impairment, then Burnout had other positive correlations with; Exhaustion, Mental Distance, Emotional Impairment as it is calculated from them.

Also, there were positve correlations among Resilience and Environmental Mastery, Personal Growth and Self-Acceptance.

4.5. Table: 4 Correlation Matrix Heat Map among all the variables and middle adult women working as Homemakers

In respect to Psychological Well-being, Burnout, and Resilience between middle adult women working as Homemakers.



Note: The Dark red cells indicate a strong positive correlation between the two variables represented by that cell. This means that as one variable increases, the other variable also tends to increase significantly, and these relationships are statistically significant. The Light blue cells indicate a weak negative correlation, meaning that as one variable increases, the other variable tends to decrease slightly, making these relationships statistically insignificant.

Table 4 Reveals that there are strong positive correlations seen among Exhaustion, Mental Distance and Emotional Impairment, then there were positve correlations found among Personal Growth with Environmental Mastery, Purpose in Life, Positive Relations, Self-Acceptance and Resilience. Additionally, strong correlations were discovered among Burnout and its sub-dimensions; Exhaustion, Mental Distance, Emotional Impairment, Cognitive Impairment as it is calculated from them.

CHAPTER 5
DISCUSSION

DISCUSSION

5. This presents study aimed to draw comparisons between middle adult women working as educators and those working as homemakers by the levels of psychological well-being, burnout, and resilience between middle adult women. The findings revealed statistically significant differences between these two groups in terms of Personal Growth and Resilience, while no significant differences were found in Autonomy, Environmental Mastery, Positive Relations, Purpose in Life, Self-Acceptance, Exhaustion, Mental Distance, Emotional Impairment, Cognitive Impairment, and overall Burnout.

The significant finding that educators reported higher levels of personal growth compared to homemakers ($p = 0.009$) could be attributed to the inherent nature of the teaching profession. Educators are often engaged in continuous learning, professional development, and the process of facilitating growth in their students. This constant engagement with learning and development might foster a stronger sense of personal growth and self-improvement compared to the experiences of homemakers, whose daily routines, while demanding, may not always involve the same explicit focus on skill acquisition and intellectual stimulation. This finding aligns with the studies suggesting that professional engagement and opportunities for learning contribute positively to an individual's sense of personal growth Personal growth initiative (PGI) refers to a set of skills for self-improvement and includes readiness for change and planning as cognitive skills, and using resources and intentional behaviour as behavioural skills (Robitschek *et al*., 2012). Studies have found that individuals with higher levels of openness are more open to new experiences and positively influence their own occupational engagement, while individuals with higher levels of neuroticism negatively influence their own occupational engagement (Janssens et al., 2019; Srivastava and Bajpai, 2021).

Furthermore, the study found that educators exhibited significantly higher levels of resilience than homemakers ($p = 0.027$). This could be explained by the demanding and often stressful nature of the teaching profession. Educators frequently face challenges such as managing diverse student needs, dealing with administrative pressures, and navigating emotional demands. These experiences may cultivate stronger coping mechanisms and a greater ability to bounce back from adversity, thus fostering higher resilience levels. In the face of these challenges, the ability of teachers to bounce back, adapt, and maintain their well-being becomes crucial for their effectiveness and overall job satisfaction (Chen & Chi-Kin Lee, 2022; Mullen et al., 2021). Extensive studies have consistently emphasized the significance of teacher resilience in enhancing job satisfaction, job performance, and instructional quality (Zhang & Luo, 2023). These studies demonstrated that resilient teachers are more effectively prepared to navigate the challenges in their daily teaching. Ultimately, teacher resilience directly translates into higher levels of job satisfaction, providing teachers with a greater sense of achievement and satisfaction (Hascher et al., 2021).

Conversely, while homemaking is also a demanding role, the nature of the stressors and the coping strategies employed might differ, potentially contributing to the observed difference in resilience scores.

Interestingly, despite the common perception of high burnout among educators, the study did not find a statistically significant difference in the overall burnout levels between the two groups ($p = 0.888$). However, the descriptive statistics revealed a trend of higher mean exhaustion among educators, while homemakers showed slightly higher means in mental distance, emotional impairment, and cognitive impairment. This suggests that while the overall level of burnout might be comparable, the manifestation of burnout might differ between the two groups. Educators might experience more direct emotional and physical depletion due to the demands of their profession as contextual challenges or risk factors and contextual supports or protective factors can come from sources such as institutional administration, colleagues, and pupils. teachers inspire and empower their students to overcome obstacles, develop problem-solving skills, and persevere when facing challenges (Vance et al., 2015). This, in turn, enhances the learning environment and fosters collaboration among teachers (Mullen et al., 2021). While homemakers might experience burnout more in terms of detachment and cognitive or emotional difficulties potentially stemming from the often less structured and socially isolated nature of their work. The significantly higher standard deviation in total burnout scores for homemakers also suggests a wider range of burnout experiences within this group compared to the educators.

The lack of significant differences in the other dimensions of psychological well-being (autonomy, environmental mastery, positive relations, purpose in life, and self-acceptance) suggests that middle adult women in both professions may experience similar levels of these aspects of well-being. This could be due to shared life-stage experiences, societal roles, and personal factors that transcend their occupational differences.

Similarly, the non-significant findings for the burnout sub-variables (except for the trend in exhaustion) indicate that the specific facets of burnout, beyond overall levels, might not differ significantly between the groups in this sample. However, the observed trends warrant further investigation with larger samples or qualitative methods to explore the nuances of these experiences.

Summary:

The study's assessment and comparisons indicate that the middle adult women working as educators depicted significantly higher levels of personal growth and resilience compared to those working as Homemakers. The other variables measured did not show statistically significant differences between the two groups. Although, the descriptive statistics revealed a trend of higher mean exhaustion among educators, while homemakers were found to have slightly higher means in mental distance, emotional impairment, and cognitive impairment. This suggests that while the overall level of burnout might be comparable, the manifestation of burnout might differ between the two groups.

CHAPTER 6
CONCLUSION

CONCLUSION

6. This study at last, provides intriguing insights into the comparative psychological experiences of middle adult women in two distinct yet demanding roles of work: educators and homemakers. The findings reveal statistically significant differences in key aspects of psychological functioning. Specifically, educators reported significantly higher levels of personal growth ($p = 0.009$) compared to their counterparts working as homemakers. This suggests that the professional environment and demands of the education sector, which often involve continuous learning, skill development, and the facilitation of growth in others, may foster a stronger sense of ongoing development and self-improvement among educators.

Furthermore, the study demonstrated that educators exhibited significantly higher levels of resilience ($p = 0.027$) than homemakers. This indicates a greater capacity among educators to effectively cope with stress and bounce back from adversity. The demanding nature of the teaching profession, with its multifaceted challenges including classroom management, administrative responsibilities, and emotional labour, may contribute to the development of enhanced resilience in this group.

While no other statistically significant differences were derived between the two groups across the remaining variables, including autonomy, environmental mastery, positive relations, purpose in life, self-acceptance, exhaustion, mental distance, emotional impairment, cognitive impairment, and overall burnout, the significant findings for personal growth and resilience highlight potentially unique psychological characteristics associated with the role of educator in the middle adulthood. These results contribute to the growing body of literature examining the psychological well-being of women in diverse roles and underscore the importance of considering occupational context in understanding these complex constructs. Future research could further explore the specific factors within the professional lives of educators that contribute to their higher levels of personal growth and resilience.

CHAPTER 7
LIMITATIONS

LIMITATIONS

7. This comparative study between middle adult women working as Educators and Homemakers in India, while providing valuable insights into the psychological well-being, burnout, and resilience in different occupational roles, is subject to several limitations that should be considered when interpreting the findings.

The potential limitation for this quantitative research study is on is its sampling technique employed may have influenced the representativeness of the sample. The study utilised a purposive sampling approach initially, focusing on recruiting participants who met specific criteria (middle adult women working as educators or homemakers within a defined age range). This was followed by a snowball sampling technique, where initial participants were asked to refer other eligible individuals from their networks. While snowball sampling can be effective for accessing specific populations, it can inherently introduce a potential for sampling bias. Participants recruited through this method are likely to share similar characteristics and social connections, which may not accurately reflect the broader population of educators and homemakers. Therefore, the generalizability of the findings to all middle adult women in these professions may be limited.

Secondly, the sample size even though exceeds the minimum requirement for the statistical analyses conducted, could be considered a limitation. With a larger sample, the study would have had greater statistical power to detect smaller but potentially meaningful differences between the groups. A larger and more diverse sample could also enhance the generalisability of the results.

The cross-sectional nature of this study design limits our ability to establish causal relationships between the variables. The data were collected at a single point in time, making it impossible to determine the direction of influence or to understand how these variables might change over time. Longitudinal studies would be beneficial to explore the temporal dynamics of psychological well-being, burnout, and resilience in these occupational groups.

Finally, the reliance on self-report measures for all variables introduces the potential for response bias. Participants' answers may have been influenced by factors such as social desirability, recall bias, or their current emotional state. While the use of standardised and validated scales helps to mitigate this issue, it is important to acknowledge that self-report data may not always perfectly reflect individuals' true experiences.

CHAPTER 8
IMPLICATION

IMPLICATIONS

8. The findings of this comparative study between middle adult women working as Educators and Homemakers in India carry several significant implications.

For understanding the psychological landscape of middle adult women both in distinct yet challenging work roles puts the significantly higher levels of personal growth reported by educators suggesting that the professional demands and opportunities within the education sector may uniquely contribute to individuals' sense of ongoing development and self-improvement. Furthermore, the elevated resilience observed in educators highlights the potential for the teaching profession to foster coping mechanisms and adaptability in the face of occupational stressors. While overall burnout levels were comparable between the two groups, the nuanced differences in its manifestation warrant further investigation into role-specific experiences of stress and coping. These results contribute to a deeper understanding of the interplay between occupational roles and psychological well-being, offering valuable insights for future research exploring the specific factors that promote personal growth and resilience in different professional contexts. Future research could address these limitations by employing random sampling techniques to improve generalisability, utilising larger and more diverse samples, incorporating longitudinal designs to explore causality, and potentially including objective measures or triangulation with qualitative data to provide a more comprehensive understanding of the phenomena under investigation.

➢ Future Recommendations

Future research could explore the specific stressors and coping mechanisms employed by educators and homemakers in more detail, potentially through qualitative interviews or longitudinal studies. As, for understanding the psychological landscape of middle adult women in distinct yet challenging work roles during the crucial phase where a middle adult woman's body starts preparing for the peri-menopausal and menopausal stages when women often have hormonal disruptions with physical challenges to adapt to taking toll on emotions too opens a lot more avenues. Investigating the role of social support, work-life balance, and other mediating factors could also provide a more comprehensive understanding of the differences and similarities in psychological well-being, burnout, and resilience between these two important groups of women.

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APPENDICES

APPENDIX-I

INFORMED CONSENT FORM

Research Details

Final Year student of M.Sc. in Applied Psychology (Semester IV)

Shreyasi Das

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Supervisor: Ms. Debangana Bhattacharya (Assistant professor, Department of psychology. Sister Nivedita University, Kolkata)

Institutional Contact: Sister Nivedita University, Newtown, West Bengal.

Hello, you are invited to participate in a study being conducted by Shreyasi Das, a final year student of MSC in Applied Psychology, Department of Psychology, Sister Nivedita University, Kolkata. Participation in this study is voluntary. If you agree to participate, I will explain this study to you. First you would be asked to fill 3 questionnaires and it will take around half an hour. You may find some of the questions to be sensitive; or may cause emotional discomfort, but this information will be kept confidential and will only be used for research purposes. Your name will not be revealed anywhere and except me no one will be able to see your information or even know whether you have participated in this study or not. When the study is completed and the data have been analysed, the list linking participants to the study numbers will be destroyed. I would remain obliged if you provide data with honesty. Your honest participation will help in making this research successful. If you have any doubts or query, feel free to ask. Thank you for your participation and cooperation.

Participant - "All of my questions and concerns about this study have been addressed; I choose to participate in this research project. I certify that I am above 18 years of age."

Signature of participant (initials will do): Date:

Signature of Researcher: Date:

INFORMATION SCHEDULE

• Age:

• Gender: Male / Female / Third Gender

• Residence: Urban / Rural / Suburban

• Mother Tongue:

• Educational Qualification:

• Occupation:

• Duration of Occupation:

• Living with: Both parents / Single parents / other (specify)

• Marital Status: Unmarried / Married / In a relationship / Divorced

• Number of Children:

• Number of family members:

• Husband's Education Qualification:

• Family income (PM): Below 30.000
30.000-50.000
50.000-100000 Lakh
1 Lakh-1.5 Lakh
Above 1.5 Lakh

• Nature of family: Joint / Nuclear / Extended / Broken

• Number of siblings:

• Order of birth:

• Place of living:

• Mother's education:

• Father's education:

• In case of both or any of the parent's death, please specify:

• History of any severe physical illness (if yes, please mention specifically):

• History of any psychiatric illness (if yes, please mention specifically):

• Family history of any psychiatric illness / mental retardation / Substance dependence (if yes, please mention specifically):

APPENDIX-II

Instruction: Please indicate your degree of agreement (using a score ranging from 1-7) to the following sentences.

Sl. No.	Statements	Strongly Agree 1	Somewhat Agree 2	A Little Agree 3	Neither Agree nor Disagree 4	A Little Disagree 5	Somewhat Disagree 6	Strongly Disagree 7
1.	"I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people."							
2.	"For me, life has been a continuous process of learning, changing, and growth."							
3.	"In general, I feel I am in charge of the situation in which I live."							
4.	"People would describe me as a giving person, willing to share my time with others."							
5.	"I am not interested in activities that will expand my horizons."							
6.	"I enjoy making plans for the future and working to make them a reality."							
7.	"Most people see me as loving and affectionate."							
8.	"In many ways I feel disappointed about my achievements in life."							
9.	"I live life one day at a time and don't really think about the future."							
10.	"I tend to worry about what other people think of me."							
11.	"When I look at the story of my life, I am pleased with how things have turned out."							
12.	"I have difficulty arranging my life in a way that is satisfying to me."							
13.	"My decisions are not usually influenced by what everyone else is doing."							
14.	"I gave up trying to make big improvements or changes in my life a long time ago."							
15.	"The demands of everyday life often get me down."							
16.	"I have not experienced many warm and trusting relationships with others."							
17.	"I think it is important to have new experiences that challenge how you think about yourself and the world."							
18.	"Maintaining close relationships has been difficult and frustrating for me."							
19.	"My attitude about myself is probably not as positive as most people feel about themselves."							
20.	"I have a sense of direction and purpose in life."							

Sl. No.	Statements	Strongly Agree 1	Somewhat Agree 2	A Little Agree 3	Neither Agree nor Disagree 4	A Little Disagree 5	Somewhat Disagree 6	Strongly Disagree 7
21.	"I judge myself by what I think is important, not by the values of what others think is important."							
22.	"In general, I feel confident and positive about myself."							
23.	"I have been able to build a living environment and a lifestyle for myself that is much to my liking."							
24.	"I tend to be influenced by people with strong opinions."							
25	"I do not enjoy being in new situations that require me to change my old familiar ways of doing things."							
26.	"I do not fit very well with the people and the community around me."							
27.	"I know that I can trust my friends, and they know they can trust me."							
28.	"When I think about it, I haven't really improved much as a person over the years."							
29.	"Some people wander aimlessly through life, but I am not one of them."							
30.	"I often feel lonely because I have few close friends with whom to share my concerns."							
31.	"When I compare myself to friends and acquaintances, it makes me feel good about who I am."							
32.	"I don't have a good sense of what it is I'm trying to accomplish in life."							
33.	"I sometimes feel as if I've done all there is to do in life."							
34.	"I feel like many of the people I know have gotten more out of life than I have."							
35.	"I have confidence in my opinions, even if they are contrary to the general consensus."							
36.	"I am quite good at managing the many responsibilities of my daily life."							
37.	"I have the sense that I have developed a lot as a person over time."							
38.	"I enjoy personal and mutual conversations with family members and friends."							
39.	"My daily activities often seem trivial and unimportant to me."							
40.	"I like most parts of my personality."							
41.	"It's difficult for me to voice my own opinions on controversial matters."							
42.	"I often feel overwhelmed by my responsibilities."							

APPENDIX-III

Instruction: The following statements are related to your day-to-day situation and how you experience that. Please state how often each statement applies to you.

Scoring Range ↓

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

Sl. No.	Statements	Never	Rarely	Sometimes	Often	Always
1.	I feel mentally exhausted					
2.	Everything I do requires a great deal of effort					
3.	At the end of the day, I find it hard to recover my energy					
4.	I feel physically exhausted					
5.	When I get up in the morning, I lack the energy to start the new day					
6.	I want to be active, but somehow, I am unable to manage					
7.	When I exert myself, I quickly get tired					
8.	At the end of the day, I feel mentally exhausted and drained					
9.	I struggle to find any enthusiasm for my work					
10.	I feel a strong aversion towards my job					
11.	I feel indifferent about my job					
12.	I'm cynical about what my work means to others					
13.	I feel unable to control my emotions					
14.	I do not recognize myself in the way I react emotionally					
15.	I become irritable when things don't go my way					
16.	I get upset or sad without knowing why					
17.	I may overreact unintentionally					
18.	I have trouble staying focused					
19.	I struggle to think clearly					
20.	I'm forgetful and distracted					
21.	I have trouble concentrating					
22.	I make mistakes because I have my mind on other things					

APPENDIX-IV

Instruction: Please check mark (✓) the space corresponding to the statement with the number that best describes yourself about each statement.

0 – Not true at all

1 – Rarely true

2 – Sometimes true

3 – Often true

4 – True nearly all the time

Sl. No.	Statements	0	1	2	3	4
1.	I am able to adapt when changes occur.					
2.	I have one close and secure relationship.					
3.	Sometimes fate or God helps me.					
4.	I can deal with whatever comes my way.					
5.	Past successes give me confidence.					
6.	I try to see the humorous side of things when I am faced with problems.					
7.	Having to cope with stress can make me stronger.					
8.	I tend to bounce back after illness, injury or other hardships.					
9.	I believe most things happen for a reason.					
10.	I make my best effort, no matter what.					
11.	I believe I can achieve my goals, even if there are obstacles.					
12.	Even when hopeless, I do not give up.					
13.	In times of stress, I know where to find help.					
14.	Under pressure, I stay focused and think clearly.					
15.	I prefer to take the lead in problem-solving.					
16.	I am not easily discouraged by failure.					
17.	I think of myself as a strong person when dealing with life's challenges and difficulties.					
18.	I make unpopular or difficult decisions.					
19.	I am able to handle unpleasant or painful feelings like sadness, fear, and anger.					
20.	I have to act on a hunch.					
21.	I have a strong sense of purpose in life.					
22.	I feel like I am in control.					
23.	I like challenges.					
24.	I work to attain goals.					
25.	I take pride in my achievements.					